**K-5 ELA Lesson Plan**

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| **Teacher:** Morgan, Lake | | **Grade:** 1 | | | **Date(s)**: Monday, September 10, 2012 – Wednesday, September 12 |
| **Unit Title: Wanted:** A Few Good Friends | | | **Corresponding Unit 1 Task 3:** Publishing a Class Book  **Task 2 : 3** days | | |
| **Essential Question(s):**  **1. Why is it important for good readers, writers, and listeners to remember important details when retelling a story, poem, or informational text?**  **2. How do illustrations help good readers locate and remember the important details in a story?**  **3.Why is it important for good listerners to give others the opportunity to speak when we are sharing ideas?**  **4. How ccan drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Day 1:**  ***Rainbow Fish***  Strips of paper for sequencing  Short e song / poem  Egg cut outs  **Day 2:**  Fish scale  Chart paper  Markers  **What did I Get**  Two Red Sleds  **Day 3**  “All About\_\_\_\_” Writing Frame  **A Pen for Ten Hens** book | | | | **Rules First**  **Citizen Next**  **Author Then**  **Capitalization Last**  **Illustrations Story Sequence**  **character traits**  **story structure** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RL.1.2**  **I Can Statement(s):**   * I can retell stories including key details * I can explain traits of a good friend.   **Instructional Plan:**  **Day 1**   * Read the book ***Rainbow Fish.*** * Introduce the sequencing words: *FIRST, NEXT, THEN, LAST* * Discuss the story focusing on the events that happened first, next, then, and last. Focus on the traits of the characters that showed how they were being a good friend. * Students will sequence the events of the story: ***R*ainbow Fish** using sentences and / or pictures telling how the characters were good friends in all 4 parts of the story.   **Day 2**   * Review the story ***Rainbow Fish*** using the sequencing words first, next, then, and last. * Review what character traits of being a good friend were observed in the story. * Brainstorm a list of character traits that have been discussed “one million” times during the last two weeks. * Give each student a fish scale. They will choose a character trait from the list you just brainstormed. They will choose the trait that they feel is the most important to them in being a good friend and write this trait on their scale. Decorate scales. * Make a tally chart to represent the traits students have chosen to put on their scales. * Call students up one at a time to share their trait and place their scale on a big fish cut out. Place a tally mark on the chart for each student’s character trait when they come up to share. This will show students how all of these traits are important in working together to have a happy, cooperative class. * Refer back to the tally chart to determine which character trait the class thinks is the most important trait of being a good friend.   **Day 3**   * Review the tally chart from Day 2 and discuss the character traits that the class thought were important in being a good friend. * Discuss the traits that make a good friend and why these are important. * Put the “All About \_\_\_\_\_\_\_\_\_” Writing Frame under the doc camera. * As you introduce the writing frame to students; model how to use it by completing the one under the doc camera**.** Read the text chorally with students several times pointing to each word as you read. Review that sentences and names should begin with capital letters. * Students will independently complete the writing frame and share. * These writing frames will be compiled in to a class book. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 1.1**  **I Can Statement(s):**  I can use pictures and sentences to show ideas, thoughts, and feelings.   * **Instructional Plan:**   **Day 1**   * Students will sequence the events of the story: ***R*ainbow Fish** using sentences and / or pictures telling how the characters were good friends in all 4 parts of the story.   **Day 2**   * Give each student a fish scale. They will choose a character trait from the list you just brainstormed. They will choose the trait that they feel is the most important to them in being a good friend and write this trait on their scale. Decorate scales.   **Day 3**   * “All About \_\_\_\_\_\_\_\_\_” Writing Frame | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RL 1.2a:** Identify short vowel sounds.  **I Can Statement(s):** I can identify consonants and vowels.  I can identify the short vowel e sound in a word.  **Instructional Plan:**  **Day 1**   * Introduce and sing the short e song. * After the song, have the students give words that have the short e sound so that you can write them on a egg cut-out, or an egg you have drawn, etc. Children will glue an egg cut-out to a colored piece of paper and write short e on the egg. They will write short e words around the egg. (More advanced students could write sentences on the back).   **Day 2**   * Today we will work with the word family ed and et. “Here’s a part you know”. “Make a chart with the two headings et and ed.. Have the children listen as you read the story, “**What did I Get**” and “Two Red Sleds. Have children give words that you could write on the chart side –et and -ed.   **Day 3**   * Today we will work with the word family -en. . Listen to the story “**A Pen for Ten Hens**”, and see if you can hear words that have the am pattern or part.”**APPLY:** Have the students work in pairs with letter baggies to make as many -en words as they can. ( Use the sheet from Carl’s Corner). While one makes the word, the other writes it on their list. Pick one word or more to write a sentence with and illustrate if time. Pass out a student copy of A Pen for Ten Hens to color. Underline all the –en words. * **Word Study**: Ben, den, hen, Jen, Ken, Len, pen, ten, when | | | | |
| **Gradual Release of** Responsibility**:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards SL.1.1 “participating in collaborative conversations with diverse partners”.**  Requires explicit instruction with extensive modeling from teacher, followed by opportunities to practice.  **I Can Statement(s):**  I can listen to and retell a story using complete sentences.  I can identify the character traits of a good friend. | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Write 2-3 sentences that include all of the components of a “good” sentence. Add one or two other facts to the survey that make the students a good friend. | | If students are unable to write a sentence, they can copy one from the board or use pictures. Pair a struggling reader with a stronger reader for the purpose of conducting the survey. | | | Teacher will scribe or the teacher will write a sentence and students will copy. Pair the student with another same language child. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Rubric for conducting a survey  Complete “All About \_\_\_\_\_” writing frame  Completed short e “EGG” | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*